

# guidance **INDEX**

Vol. XV, No. 1 | January, 1952

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## New SRA Guidance Publications

**Better Living Booklet, Why Children Misbehave** by Charles Leonard, Superintendent, Illinois State Training School for Boys, St. Charles. (See review item No. 4)

**Junior Life Adjustment Booklet, Clubs Are Fun** by Mildred C. Letton, instructor, The Laboratory School, University of Chicago; and Adele M. Ries, youth club leader, writer, and counselor. (See review item No. 35)

**Life Adjustment Booklet, Primer of Atomic Energy** by John Lewellen, author of *You and Atomic Energy*, *You and Space Travel*, and *Exploring Atomic Energy*. (See review item No. 31)

## Directions For Use

The **Guidance Index**, published monthly during the school year, lists the best current material in guidance and its related fields. The items are divided into two main groups. The first is material for the counselor, teacher, and administrator; the second, for the student.

The title of the publication appears first, followed by the name of the author. The address from which it may be ordered is in brackets. This is followed by the date of publication, number of pages, and the price. An asterisk (\*) denotes material especially suitable for the elementary schools.

All vocational information is classified according to the SRA Occupational Filing Plan. This aids the reader in finding the material wanted, and in filing it when it has been obtained. Every effort is made to list as many free and inexpensive (35 cents or less) publications as possible. In this issue of the *Guidance Index* you will find:

**64** items covering **39** subjects of which **21** are free or inexpensive.

### Note

The material must be ordered direct from the issuing source. Orders for SRA materials accompanied by cash are sent postage prepaid. Orders to be charged will have a slight postage and insurance fee.

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Volume XV

January, 1952

Number 1

Guidance Index is published monthly September through May by  
Science Research Associates 57 W. Grand Avenue, Chicago 10, Illinois

Managing Editor: Gwendolyn Calhoun. Subscription rate \$4 a year in the United States and its possessions and Canada. Foreign, \$5. Entered as second-class matter October 21, 1946, at the Post Office at Chicago, Illinois, under the Act of March 3, 1879. Copyright 1952, by Science Research Associates, Inc.

for the **COUNSELOR**  
**TEACHER, and**  
**ADMINISTRATOR**

Items listed in this category give information on guidance and related fields: child development, personal adjustment, education, and vocational guidance.

#### **Adolescence**

**1. The Psychology of Adolescence — Behavior and Development.** John E. Horrocks. [Houghton Mifflin Co., 2 Park St., Boston 7, Mass.] 1951. 614 pp. \$4.50.

The author presents an objective picture of the individual's psychology and describes the changes in growth and development which take place during the adolescent years. The book is based on a psychological interpretation of the literature of adolescence from sociology, biology, anthropology, and other sciences which deal with human growth. The facts are presented along with a discussion of their implications in the adolescent's daily life and in his relations with his family, his friends, and others. Teachers, psychologists, parents, and professional workers who deal with adolescents in a variety of ways, should find this book of value.

#### **Audio-Visual Education**

**2. The Blue Book of 16 mm. Films.** 26th ed. [The Educational Screen, 64 E. Lake St., Chicago 1.] 1951. 172 pp. \$1.50.

This booklet lists hundreds of films, classified under a variety of subject headings, that are currently available for use. It gives data on each film as to content, number of reels, whether sound or silent, the source or sources from which it may be obtained, and the terms for distribution. The wide range of subjects covered will make it easy for teachers in a variety of fields to find films suitable for their particular needs and interests.

#### **Child Guidance**

**3. Your Child's Growth, Health, and Happiness: A Biological Primer for Parents.** Ellen Torelle. [Alfred A. Knopf, 501 Madison Ave., New York 22.] 1951. 235 pp. \$3.00. This book contains information for parents, teachers, nurses, and others who work with children. It relates the development of children to their physiological capacities. Written in simple, nontechnical language, it presents some of the scientific findings which have a direct bearing on child life and child behavior. The emphasis throughout is on the responsibility of home and community life in guiding children toward worthwhile adulthood. The last section of the book, which contains a guide to a child's needs and behavior patterns from birth through adolescence, will be of considerable value to parents.

#### **Child Psychology**

**4. Why Children Misbehave.** Charles Leonard. [Science Research Associates, 57 W. Grand Ave., Chicago 10.] 1952. 48 pp. 40c. Quantity discounts.

For the most part, misbehavior is a normal, healthy aspect of growing up. But it can assume proportions which threaten a child's personal happiness and well-being and the society of which he is a part. This booklet was written for parents and teachers who want to understand the normal side of misbehavior as well as for those who think their children are headed for trouble. It examines all types of misbehavior—from the harmless kind caused by a young child's curiosity to the antisocial acts committed by the emotionally troubled child. Chapters are devoted to normal misbehavior, why it becomes serious, spotting the danger signals,

juvenile delinquency—its causes and treatment, ways to handle misbehavior and to avoid the incidents and feelings that lead to dangerous and destructive acts.

### Counseling

**5. Concepts and Programs of Counseling.** Ralph F. Berdie, Ed. Minnesota Studies in Student Personnel Work No. 1. [Univ. of Minnesota Press, Minneapolis 14, Minn.] 1951. 81 pp. \$1.75.

This bulletin contains papers from a conference of administrators of college and university counseling programs which deal with developments in the field of vocational guidance and other specialized and technical aspects of counseling at the college level. The papers deal with such subjects as: Problems Relating to Counseling Personnel; Developments in Counseling; Evaluation of Counseling; The Relationship between Counseling Organizations and Other Divisions; and the Anxiety Theory in Counseling and Therapy. This booklet should be of value to administrators and other workers in the fields of counseling and student personnel work in higher education.

**6. Outline of Training Courses for Counselors to Serve in the Schools of New York State.** Prep. by the New York State Counselors Assn. [Lloyd Moreland, Bay Shore High School, Bay Shore, L. I.] 1951. 98 pp. \$2.50.

This outline was prepared to specify more in detail what should be included in each counselor training course to make sure that comprehensive training for the various duties would be included. It was prepared by the New York State Counselors Association because it felt that the title of a course could not fully indicate its scope and content. The outline should be of value to prospective counselors and their instructors in arranging courses of study.

### Curriculum

**7. \*Making the Core Work.** Leon Ovsiew and Others. [Metropolitan School Study Council, 525 W. 120th St., New York 27.] 1951. 54 pp. 83c.

Written by a group of teachers who have been experimenting with the core curricula in their city's junior high schools, this book-

let tells how they have met and overcome problems in conducting core curriculum classes. A practical, how-to-do-it manual, it includes the step-by-step procedures that were used in planning and operating a successful core curriculum program. Techniques for evaluating the core curriculum classroom are also included. These tested methods may be of value to other teachers interested in developing the core program in their classrooms.

### Education

**8. Planning for American Youth — An Educational Program for Youth of Secondary-School Age.** Rev. Ed. [Natl. Assn. of Secondary-School Principals, 1201 Sixteenth St., N. Y., Washington 6, D. C.] 1951. 64 pp. 50c. Quantity discounts.

Based upon practices which have already been successfully utilized, this booklet has been prepared to help teachers, parents, and administrators plan the types of school experiences which will educate all youth. It shows how education for life adjustment for all American youth can be provided in every community, and tells how the needs may be determined. Suggestions for evaluating the present school program are also included.

**9. The Right School.** Clara F. Blitzer and Donald H. Ross. [Metropolitan School Study Council, 525 W. 120th Street, New York 27.] 1951. 84 pp. \$2.00.

This booklet provides a sound basis for the average citizen to judge his school system or to decide whether a particular public school meets the needs of a particular child. It deals with the problems of people who are moving to new areas or communities and are trying to decide which school is better, and with those who want to improve their present school. Check lists to help in analyzing the qualities of the school for children and for study and investigation are included.

**10. Schools for Our Times—Annual Report of the Profession to the Public.** [Natl. Education Assn., 1201 Sixteenth St., N. W., Washington 6, D. C.] 1951. 15 pp. Free.

This report was prepared to help focus the attention of the American people upon some

of the facts that must be considered in answering such questions as: What shall we teach in our schools? What kind of persons shall teach our children? How much shall we pay for education? It discusses the need for cooperation between the public and the members of the educational profession in providing the types of educational programs that are adjusted to the needs of our times, and designed to prepare all youth for active, worthwhile participation in the society of which they are a part.

### Family Life

**11. Community Responsibility in Family Life.** Judson T. Landis. [Amer. Social Hygiene Assn., 1790 Broadway, New York 19.] 1951. 10 pp. 10c. Quantity prices.

This leaflet deals with the responsibility of the community and its resources in helping to build stable families. It is concerned with how churches, welfare agencies, social workers, schools, and community health agencies can aid in setting up a community education program for better family life. Suggestions for the school program for family life preparation cover the elementary school, the junior and senior high schools, college courses, and adult education. Helpful suggestions covering the other community agencies are also included.

**12. The Family Scrapbook.** Ernest G. Osborne. [Associated Press, 291 Broadway, New York 7.] 1951. 457 pp. \$3.95.

This book suggests hundreds of ways in which families can use the daily opportunities for healthy, happy home living. Written by an expert on child development and guidance and family living, the scrapbook contains tested experiences in handling the everyday problems of making a happy family and home, and points out many of the chances that parents often overlook. The book considers the daily activities and problems that are common in families from the care of the baby through adolescence. A great deal of the material is taken from the author's personal experiences as a father and from the family experiences of others. Each topic is highlighted by clever illustrations.

### Health and Hygiene

**13. Good Health for You and Your Family.** E. Patricia Hagman, Ed. [A. S. Barnes and Co., 101 Fifth Ave., New York 3.] 1951. 305 pp. \$3.75.

Prepared from publications of the Health and Welfare Division of the Metropolitan Life Insurance Company, this book represents a guide to health and safety for the home. It shows how families can get good health, and tells what to do in case of accident or sickness. The book deals with all the problems of physical well-being—how to look well, how to feel well, and how to keep well. Divided into four parts, Part I gives sound advice on daily routines, diet, weight, good grooming, care of the teeth and eyes, sleep, and mental hygiene. Part II tells about major diseases—the first signs of the disease, what it is like, how it can be avoided, and what to do when you have it. Part III deals with problems of child care, and Part IV with safety and first aid. This book should serve as an invaluable health reference for individuals, schools, and families.

### Higher Education

**14. Our Educational Discontents.** Percy H. Houston. [Christopher Publishing House, 1140 Columbus Ave., Boston 20, Mass.] 1951. 125 pp. \$2.75.

In this book the author discusses the conflict between the progressive type of education and the humanities. It contains many of his essays in defense of the humanities, which briefly survey the entire field of education, from the elementary school through the graduate school. Dr. Houston, in attacking the system of progressive education, also offers suggestions which may be possible cures for its deficiencies.

### Human Relations

**15. A Kit of Materials for Leaders of Youth Groups to Promote Better Human Relations.** [Div. of Youth Services, Amer. Jewish Committee, 386 Fourth Ave., New York 16.] 1951. \$1.00.

This portfolio of materials for youth leaders includes selected booklets, leaflets, and pamphlets that will be helpful in planning a program of education for better human

relations. It is divided into three sections: background material, which includes articles on problems of discrimination, information on minority groups, reprints and materials from other agencies. The ways and means group contains manuals and guide books giving suggestions for developing programs on civil rights, world friendship, the United Nations, and inter-organization youth councils. The third group, some things to use, gives information on program material—exhibits, audio-visual aids, plays, skits, and suggested reading materials. The items included in this kit may be used in clubs, informal groups, and other settings in youth-serving agencies.

**16. Living Without Hate—  
Scientific Approaches to Human  
Relations.** Alfred J. Marrow. [Harper & Bros., 49 E. 33rd St., New York 16.] 1951. 269 pp. \$3.50.

Based upon scientific research this book describes the nature and causes of tensions between people and some practical means of solving these problems. The author brings together some of the findings of research agencies in industrial, cultural, ethnic, and religious fields, and discusses their implications in the improvement of human relations among people of different racial and religious groups. The book should be of value to community leaders, teachers, businessmen, labor leaders, professional workers in public and private agencies who are interested in the problem of minimizing hate in human affairs and in improving man's relations to man.

**Mental Hygiene**

**17. The Health of the Mind.**  
J. R. Rees. [W. W. Norton & Co., 101 Fifth Ave., New York 3.] 1951. 207 pp. \$2.75.

Written with scientific authority, and at the same time explained in common sense terms, this book presents understandable ideas of the principles of psychology. Designed especially for the average laymen, it deals with questions concerning man's physical makeup and his behavior problems, and will help the individual gain a deeper knowledge and understanding of his problems. Parents, teachers, and persons who deal with children will be interested in the chapters concerned with early-life problems and the problems of childhood and adolescence. The book also covers the causes and cures of mental breakdowns, adult prob-

lems, sex education, the art of adjustment, and other factors necessary to sound mental health.

**18. Mental Health and the Prevention of Neurosis.** Joachim Fischer. [Liveright Publishing Corp., 386 Fourth Ave., New York 16.] 1951. 605 pp. \$5.95.

A practical and extensive psychoanalytic treatment of the causes and preventions of neurosis. It covers such topics as: psychosomatic disorders; the fundamental causes of crime; character and personality disorders; frustration; and aggression. The prevention of neurosis in childhood and adolescence is emphasized.

**Old Age**

**19. Growing in the Older Years.**  
Wilma Donahue and Clark Tibbitts. [University of Michigan Press, Ann Arbor, Mich.] 1951. 204 pp. \$2.50.

Listing the roots of the problem of aging—population changes, industrialization, urbanization, the American value system—the authors describe the necessary programs, community services, and educational opportunities to make life easier, worthwhile, and happy for the aging individual. The emotional needs of senescence and how they differ from those of the first forty years of life are pointed out. The importance of mental health at this time, because of the vulnerability of the nervous system, is emphasized. Among the contributors to this volume are: Dr. William B. Kountz, gerontologist of Washington University School of Medicine; Dr. Robert H. Felix, Director of the National Institute of Mental Health; and Thomas A. Van Sant, president, Department of Adult Education of the National Education Association.

**20. How to Retire and Like it.**  
Raymond P. Kaighn. [Association Press, 291 Broadway, New York 7.] 1951. 149 pp. \$2.50.

The author of this book presents tested plans and ideas for happy and successful retirement. It will be useful as a guide for older workers who are considering retiring, but who have not made any plans for useful and happy retirement. The author writes from his own experiences and the experiences of others which he has observed. He answers questions and explains such problems as: when you should retire; how you

can prepare now for retirement; how you can keep feeling fit; how you will probably feel when you retire; and what you should do about insurance policies and securities.

### Psychology

**21. Client-Centered Therapy: Its Current Practice, Implications, and Theory.** Carl R. Rogers. [Houghton Mifflin Co., 2 Park St., Boston 7, Mass.] 1951. 560 pp. \$4.00.

This book describes procedures for counseling in which the individuals are helped to achieve for themselves effective personality adjustments. It gives a review of the nondirective and related points of view in counseling and therapy, and includes many transcriptions from client-centered situations to illustrate the various principles set forth. The book covers the possibilities of the nondirective method in play therapy in work with children, group therapy, teaching, group leadership and administration. The training of counselors and therapists is also considered. Several chapters included in this book were contributed by associates of the author.

**22. Psychology and Its Bearing on Education.** C. W. Valentine. [Philosophical Library, 15 E. 40th St., New York 16.] 1951. 674 pp. \$6.00.

An introductory study of psychology especially suited to the needs of teachers, youth leaders, students in college and university education departments, and all workers concerned with the training of children and adolescents. The book covers such topics as: The Development and Training of Personality and Character; The Interests of Children; Educational and Vocational Guidance; School Records; Stages of Development in Infancy, Middle Childhood, and Adolescence; Backward, Problem and Delinquent Children. Applications to education and the training of children and every aspect of psychology which has a bearing on education are included. Concrete illustrations are given throughout, and the author has used nontechnical language as much as possible to explain his points.

### Psychology, Educational

**23. Educational Psychology: The Study of Educational Growth.** J. M. Stephens. [Henry

Holt and Co., 257 Fourth Ave., New York 10.] 1951. 692 pp. \$4.25.

This book presents a study of the nature of educational growth or development and the forces which affect it. It is written from the point of view of the teacher or prospective teacher, covering both the practical and theoretical aspects of the teacher's role in guiding physical, mental, educational, and social growth. Illustrations taken from actual classroom situations and descriptions of experiments and other factors which affect educational growth are also included. Teachers, administrators, psychologists and other professional workers may find this book helpful in understanding the nature of the educational process.

### Reading

**24. \*Building Reading Skills.** Leila Armstrong and Rowena Hargrave. [The McCormick-Mathers Publishing Co., Wichita, Kan.] 1951. \$4.29, complete set.

A series of books designed to build essential reading skills which will be permanently useful to the child. The complete set includes: six text-practice books which are progressive in difficulty; the *Teacher's Guidebook*, containing specific directions, materials, and lists of words to use in teaching and checking each lesson in each book; Phonics Key Cards to use in teaching and to display for reference; and the *Skill Builders* from which pupils get individual key cards to use in learning word elements, in correcting errors, and in building words. The series is organized so that individual differences among children with varying rates of progress in learning to read are provided for. Detailed instructions and practical suggestions for using the program effectively are given in the guidebook.

**25. How to Read Better and Faster.** Norman Lewis. Rev. ed. [Thomas Y. Crowell Co., 432 Fourth Ave., New York 16.] 1951. 416 pp. \$3.50.

This book gives step-by-step instructions for improving reading rate and efficiency and for increasing comprehension. Much of the material is from the author's experiences with his students in the Adult Reading Laboratory at the City College of New York, and the techniques described represent the procedures followed there. These techniques have been practiced and found

to be generally effective. This up-to-date scientific approach to the art of rapid reading will be of value in schools and colleges and to business and professional people.

**26. Reading in the Language Development Sequence.** Emmett Albert Betts. [Reading Clinic, Dept. of Psychology, Temple Univ., Philadelphia 22, Pa.] 1951. 22 pp. 50c. Reprinted from *Education*, May, 1951.

A discussion dealing with the general concept of systematic sequences in reading. It points out some of the relationships of reading to listening, speaking and writing, and describes some of the procedures for determining language achievement. Professional competence in the teaching of reading, and suggestions for putting reading instruction on a systematic basis in the classroom are also given consideration.

### School Administration

**27. A Calendar of Campus Activities.** 4th ed. [John H. McCoy, Journalism Dept., East Los Angeles College, Los Angeles 22, Calif.] 1951. 34 pp. \$3.25.

Prepared as a tool to help school people develop effective public relations programs, this booklet contains day-by-day suggestions for public relations activities for every month of the school year. The ideas included have been tested and proved workable on the secondary and college levels. Suggestions cover holidays, summer vacations, and public relations helps in areas such as parent-teacher groups, alumni activities, school journalists, and athletic directors. An extensive public relations bibliography is also included.

**28. Schoolman's Almanac 1951-52.** [Educator's Washington Dispatch, New London, Conn.] 1951. 416 pp. \$3.95.

This book contains information and material especially suited to the needs of school administrators, principals, and other educators. A complete calendar and reminder page for each day of the year is included, along with charts, tables, facts, and other data that may be used for reference. Among the educational features included are: enrollment statistics; causes of children's ab-

sence from school; compulsory school attendance laws; educational radio stations; educational journals; and information on higher education. This book will serve as an individual appointment record, and reference manual.

### School-Community Relations

**29. The School and Its Community.** John B. Whitelaw. 2nd ed. [The Johns Hopkins Press, Baltimore 18, Md.] 1951. 68 pp. \$2.00.

School community relations and their part in successful school administration is the main theme of discussion in this book. It is designed as a guide to greater public participation and cooperation in planning and supporting the public education program. The author outlines six specific objectives in strengthening school-community relations, and suggests steps which may be taken toward achieving these objectives. This book may serve as a guide for school administrators, supervisors, and teachers in creating sound school-community relations, and to citizen groups and board members who work with them.

### Tests and Scales

**30. Counseling from Profiles: A Casebook for the Differential Aptitude Tests.** George K. Bennett and Others. [The Psychological Corp., 522 Fifth Ave., New York 18.] 1951. 95 pp. \$1.75.

This book presents descriptions of cases illustrating the various uses of the *Differential Aptitudes Tests* by counselors. It tells how these counselors have used tests in helping young people deal with their actual problems. These reports are of thirty boys and girls, in grades eight through twelve, and cover a wide variety of educational, personal, and socioeconomic problems. For each case, there is a statement of the problem as it is presented to the counselor, a record of the results of the test given, and a report of the counseling. The cases included illustrate differing degrees of success and failure of counseling and should be helpful to other counselors and counselors-in-training in gaining skill in test interpretation.

for the **STUDENT**

Items listed in this category are divided into two groups: Life Adjustment Material, which gives information about social, personal, and school problems; and Vocational Material, which gives information about occupations.

**LIFE ADJUSTMENT MATERIALS****Atomic Information**

**31. Primer of Atomic Energy.**  
John Lewellen. [Science Research Associates, 57 W. Grand Ave., Chicago 10.] 1952. 48 pp. 40c. Quantity discounts.

A simple, graphic discussion of atomic energy—how it is released, how it is used in weapons, its possibilities for peacetime use, the effects of an atomic explosion, and the control of atomic energy. The material is presented in a clear, step-by-step way that makes atomic energy easily understandable, even to students without any physics or chemistry background. The subject is one that all young people should be familiar with, for the responsibility of deciding what part atomic energy will play in our future rests with every one of us.

**Citizenship**

**32. Man's Story—World History in Its Geographic Setting.** T. Walter Wallbank. [Scott, Foresman and Co., 433 E. Erie St., Chicago 11.] 1951. 768 pp. \$3.76.

Filled with illustrations—pictures, maps, cartoons, charts—and in two-color format, this book tells how mankind has developed, during the past thousands of years. The emphasis throughout is on the geographical aspects of this development, showing how environmental features have affected the lives of people. At the end of each unit of the book, there is a "Reviewing Stand" section, which includes questions, a summary, ideas for thought and study, things to do, and books to read. The bibliographies are aimed at young readers and the book, as a whole, should attract high-school students as well as help to make for easier and better teaching.

**33. Your Government.** George O. Comfort, and Others. [Harper &

Bros., 49 E. 33rd St., New York 16.] 1951. 497 pp. \$3.36.

Emphasizing citizenship as the foundation of our government, the authors describe how our government works on a national, state, and local scale. They tell how government is used in business, agriculture, labor, and conservation of natural and human resources. This book is written in language understandable to the high school student and lists questions at the end of each chapter, with suggested activities at the end of each unit. Also discussed is the role of the United States in international affairs, with highlights of its relation to the United Nations.

**Economics**

**34. Understanding Economics.**  
William C. Bagley and Richard M. Perdew. [The Macmillan Co., 60 Fifth Ave., New York 11.] 1951. 535 pp. \$3.28.

This book was prepared for use as an introductory text for high school students to help them understand the science of economics as it applies to human activities. It describes the nature of our economic activities and problems—the production, exchange, and consumption of goods and services that are scarce relative to our wants—and shows how they relate to our standard of living. The problems are illuminated by picturing the approach to them of a typical middle class American family. Study aids are given at the end of each chapter to enable students to apply their economic knowledge to their own and other human problems.

**Extracurricular Activities**

**35. \*Clubs Are Fun.** Mildred C. Letton and Adele M. Ries. [Science Research Associates, 57 W. Grand Ave., Chicago 10.] 1952. 40 pp. 40c. Quantity discounts.

"Let's have a club," boys and girls say. But how do we go about starting a club? What kind of a club should we have? What shall we do? How do we hold meetings, elect officers? What about a sponsor, dues, meetings? These questions and others are answered in this attractively illustrated booklet. *Clubs Are Fun*, the fifth in SRA's new series of Junior Life Adjustment Booklets, tells about club and group activities in an interesting and readable way. It contains many practical ideas and suggestions for group activities and should be as helpful to teachers, group leaders, and parents as it will be to the boys and girls in upper elementary and junior high school for whom the booklet is written. The authors are Mildred C. Letton, instructor, The Laboratory School, University of Chicago, and Adele M. Ries, youth club leader, writer, and counselor, both of whom have had wide experience in working with young people's groups.

### Human Relations

36. **\*The Junior Citizen Series: Property.** William Clark Trow and Others. [McGraw-Hill Book Co., 330 W. 42nd St., New York 18.] 1951. 64 pp. 80c.

The lessons and activities included in this workbook are designed to explain for young people the judgments of society on problems of honesty. They point out the different ways of handling personal possessions and the accepted ways of handling the property of others. Included are problems and discussions about earnings, careful buying, borrowing, finding and losing things. The booklet also considers various types of property—personal, public or community, and that of other individuals. Suggestions are included for the teacher covering ways of using the lessons effectively as instructional material.

### Mental Hygiene

37. **Unused Alibis.** Philip Henry Lotz, Ed. [Associated Press, 291 Broadway, New York 7.] 1951. 120 pp. \$2.00.

The author uses biographical sketches of well-known and unknown personalities to describe how physical and social handicaps can be surmounted. The book includes sixteen persons who achieved greatly through resourcefulness and determination, and by not resorting to the "alibis" their handicaps

could have provided. One of the volumes in the Creative Personalities series, this book should serve as inspiration to both young people and adults who face similar problems.

### Orientation

38. **Successful Adjustment in College.** Roscoe Chandler and Others. [Prentice-Hall, Inc., 70 Fifth Ave., New York 11.] 1951. 207 pp. \$2.25.

This book was written to help college freshmen enjoy college life and get the most out of its various phases. It considers many of the topics in which young people are interested—dating, improving personality, how to study, making friends, choosing a vocation, and developing a philosophy of life. The book presents realistic college situations and the problems common to most freshmen, showing how these situations may be met successfully and the problems solved satisfactorily. The ideas and suggestions included are designed to help students improve their general adjustment to college life and to contribute to successful living after graduation.

### Scholarships and Fellowships

39. **Directory of Financial Assistance Available to Freshmen in Member Colleges of the Association of Virginia Colleges.** William W. Savage. [Virginia Congress of Parents and Teachers, 16½ N. Ninth St., Richmond, Va.] 1951. 40 pp. 50c. This bulletin lists the member-colleges of the Association of Virginia Colleges and gives information regarding the financial assistance available in each for freshmen. It includes data on scholarships, loans, and part-time employment, the amount, the issuing source, and the requirements for consideration. Information is also included on the type of school—whether privately or state controlled—the student body, cost of attending, and the classification, such as junior college, four-year college, professional school, or university.

### Social and Personal Adjustment

40. **The Girl's Daily Life.** Adele Van Duzer and Others. Rev. ed. [J. B. Lippincott Co., 227 S. Sixth St., Philadelphia 5, Pa.] 1951. 646 pp. \$3.95.

Planned as a course for high school girls for training in the development of personality and social behavior, this book will serve as an up-to-date guide to the girl's daily problems. It covers such topics as: health and fitness; food selection and management; how to select and buy clothes; cleanliness and grooming; budgeting; manners; making and keeping friends; leisure time; career planning; job hunting; business behavior; choosing a mate; marriage, and family living. The book shows how personality based on character as developed in adolescence can be the same in adulthood, and tells girls how to build the foundation for responsible womanhood.

**41. Girls Men Choose: Practice Makes Popularity.** Richard Dutton Strieby. [Strieby and Strieby, 305 W. 8th St., Los Angeles 14, Calif.] 1951. 52 pp. \$1.00.

The author of this little handbook offers advice to girls who wish to marry now, or who might want to marry in the future. He considers such factors as appearance, being feminine, smoking, drinking, petting, promiscuity, and discusses their effect on a girl's chances of marrying successfully.

**42. How To Live With Yourself.** Murray Banks. [Prentice-Hall, Inc., 70 Fifth Ave., New York 11.] 1951. 241 pp. \$3.00.

Although dealing with a scientific subject, this book is written in such a light vein and so humorously, the high school student will find it enjoyable as well as informative. The author discusses the folly of worry, anxiety, and fear. Also treated are the false interpretations of personality traits — through mind reading, palmists, and the misinterpretation of dreams. Dr. Banks gives a solution to the problems of adjustment within oneself, adjustment in relation to others generally, and adjustment to any specific or particular individual. While this book is valuable because of its simple and direct language, its good points also lie in the subject matter itself—the art of understanding yourself and others.

**43. Individually Yours.** Celeste Carlyle. [J. B. Lippincott Co., 227 S. Sixth St., Philadelphia 5, Pa.] 1951. 212 pp. \$2.95.

Subtitled "A Guide to Your Personal Beauty and Charm," this book tells in simple, practical terms how to make the most of the individual qualities you possess. It tells how

you can discover your own particular type, how to choose styles and colors that are most becoming, and how to achieve your own special kind of beauty. Elaborately detailed charts show what is best suited for a particular type in clothes, makeup, figure, and grooming in general. This book should be of value to both young people and adults who wish to appear individually attractive and charming.

**44. \*The Junior Citizen Series: Meeting Difficulties.** William Clark Trow and Others. [McGraw-Hill Book Co., 330 W. 42nd St., New York 18.] 1951. 72 pp. 80c.

This booklet is designed to help junior high school pupils in their mental and social adjustments. In workbook format, it contains descriptions of situations and events that are likely to occur in the pupils' lives. These examples are given to stimulate thinking and discussion as to the intelligent course of action under the circumstances. Topics covered include good sportsmanship, controlling temper, keeping fit, fear, skipping school, wise and foolish determination, playing safe, and others which will help pupils understand themselves and others. The mental hygiene point of view is emphasized throughout.

**45. Teen Talk.** Marion Glendinning. [Alfred A. Knopf, 501 Madison Ave., New York 22.] 1951. 146 pp. \$2.50.

In this book the author gives practical answers to the baffling questions and puzzling problems which teen-agers face. She covers such important topics as: popularity, personal appearance, dating, manners, careers, job-hunting, home, recreation, relationships with parents, brothers and sisters. Cleverly illustrated throughout; and presented in a clear, easy-to-read manner, this book will provide interesting and informative reading for boys as well as girls.

**46. Teens . . . How to Meet Your Problems.** John and Dora-thea Crawford. [Woman's Press, 600 Lexington Ave., New York 22.] 1951. 162 pp. \$3.00.

Written by two experienced workers with young people, this book gives tested, practical help on the problems that trouble adolescents. The authors emphasize that it is normal for young people to have problems during the growing-up process, and tell how

they can recognize their problems, how they can help themselves, and where to secure guidance. The book covers problems in family adjustment; in relations with parents, teachers, brothers, sisters, and friends; educational problems; and personal problems. Case histories and tests are included to show both the problem and the methods of solving them. This book will also be of value to parents, teachers, and other workers who guide and counsel young people.

**47. \*The Junior Citizen Series: You and Your Friends.** William Clark Trow and Others. [McGraw-Hill Book Co., 330 W. 42nd St., New York 18.] 1951. 72 pp. 80c.

This workbook presents a program for dealing with matters of individual personal adjustment. It was prepared for use with junior high school pupils to help them learn how to get along better with their relatives, friends, playmates, and others with whom they come in contact. The questions and activities included are designed to show pupils how they need other people and how others

need them; how to make friends; and what type of person people like. Some of the topics covered are making friends, appearance, manners, courtesy in public places, taking part in school activities, and others which relate to life at home, in school, and in public.

### Vocational Guidance

**48. \*I Want to Be.** Earl T. Helms, 5th ed. [Erle Press, 30 N. La Salle St., Chicago.] 1951. 301 pp. \$5.00.

A book prepared to help boys plan their future careers. Presented in easy-to-read story form, it gives facts and ideas concerning the many fields open to young men, and describes some of the qualifications necessary for success in them. Biographies of men who became famous in such fields as engineering, law, teaching, art, prize fighting, banking, exploring, writing, science, and many others are given as examples. Beautifully illustrated and told with gentle humor and understanding, this story will be an inspiration to boys of all ages who are looking forward to worthwhile vocations.

## VOCATIONAL INFORMATION

### Agriculture

**49. General Farm Jobs.** [Michigan Employment Security Commission, Employment Service Div., 7310 Woodward Ave., Detroit 2, Mich.] 1951. 30 pp. 25c.

This Occupational Guide describes the various types of farm jobs which offer steady employment opportunities. The jobs are classified under two main groups: crop-raising activities and animal farm work, with general descriptions of the activities connected with each farming specialization given under each. The employment outlook, the personal and other qualifications needed, hiring channels, methods of entry and lines of advancement are also covered. Although the salaries given apply specifically to the Michigan area, most of the information included in this guide will be of general interest.

### Architecture and Drafting

**50. Draftsman.** H. Alan Robinson. Occupational Abstract No. 145.

[Personnel Services, Inc., Main St., Peapack, N. J.] 1951. 6 pp. 50c.

What the draftsman does, the various specialized areas within the field, and the personal qualifications necessary for the work are described in this abstract. It covers the educational preparation required, the methods of entering the field, the opportunities for advancement, the number and distribution of workers, earnings, and future employment prospects. Some of the advantages and disadvantages of the occupation, the opportunities for servicemen and veterans are also considered.

### Chemistry

**51. Report of Follow-Up Study of Economic Status of Chemistry Graduates of 1946 through 1949.** Robert Shosteck. [B'nai B'rith Vocational Service Bureau, 1424 Sixteenth St., N.W., Washington 6, D.C.] 1951. 28 pp. 25c.

This report on the current economic and professional status of post-war chemistry

graduates will be of value to persons engaged in chemical training and in vocational counseling of young people who are considering careers in that area. It contains data on the age, sex, veteran status, scholastic standing, earnings, employment situation, size of firm, size of city, and geographic area in which the graduate worked. The report also provides information on the methods used to enter the profession and the factors which affect ability to make a successful beginning. The procedures used in making the study and discussions of what the findings reveal are included.

### Clerical Work

52. **Bookkeeper.** J. Harvey Mitchell. [Vocational Guidance Centre, 205 Avenue Rd., Toronto 5, Canada.] 1951. 4 pp. 10c.

What bookkeeping is, the nature of the work, its history and importance are discussed in this monograph. It gives information on the conditions under which bookkeepers work, the qualifications necessary for entry and success, the training requirements, and the opportunities for advancements. Some of the advantages and disadvantages of the work, related occupations, and suggestions for getting started are also considered. The salary scales given apply specifically to Canada, but most of the information will be of general interest in any area.

### Health

53. **Adventures of a Nurse's Aide.** Enid Day. [Woman's Press, 600 Lexington Ave., New York 22.] 1951. 116 pp. \$2.50.

In this book the author recounts her adventures as a nurse's aide, giving insight into the occupation. Her story includes all the funny, serious, and dramatic experiences of patients, professional staff, and volunteer aides. The book emphasizes the invaluable contribution the volunteer nurse's aide can make, and points out the personal satisfaction which may be derived from such service. A humorous, informative book, with human-interest appeal, that will make interesting reading for young people and adults who might consider this phase of volunteer community service.

54. **Is Nursing Too Tough for College Women.** Polly Weaver. [Mademoiselle, 575 Madison Ave.,

New York 22.] 1951. 10c. Reprinted from *Mademoiselle*, December, 1951. This article describes the present status of nurses and nursing and answers questions concerning the opportunities and conditions that prospective nurses often ask. It covers the training period for nurses, the personal qualifications necessary for success in the profession, duties, chances for advancement, and the average salaries paid for the different types of positions. A companion article, *Student Nurse on Campus*, by Nancy Lynch, gives information about the collegiate program of nursing. Both articles will provide helpful information for girls who plan nursing careers and their counselors.

55. **Pharmacist.** R. O. Hurst. [Vocational Guidance Centre, 205 Avenue Rd., Toronto 5, Canada.] 1951. 4 pp. 10c.

Although some of the material contained in this monograph applies only to Canada, its description of the pharmacist's work, the qualifications for the profession, advantages, disadvantages, working conditions, and remuneration will be of general interest. Information concerning getting started and advancing in the profession is also included.

56. **Physician.** J. H. Ebbs. [Vocational Guidance Centre, 205 Avenue Rd., Toronto 5, Canada.] 1951. 4 pp. 10c.

The work and training of doctors and the development of the profession in the past few decades are described in this monograph. It gives information on the personal qualities necessary for entry and success in the work, the opportunities for advancement or specialization, the earnings or income from practice, and the conditions under which physicians must work. Some of the advantages and disadvantages of the profession, suggestions for getting started in it, and related occupations are also included.

57. **Planning Your Professional Career—Optometry.** [Amer. Optometric Assn., Dept. of Public Information, 707 Jenkins Bldg., Pittsburgh 22, Pa.] 1950. 14 pp. Free.

This booklet describes the career opportunities open in the profession of optometry, and highlights information about the profession. The various specialties within the field of optometry—occupational vision, school vision, research, vision for leisure, highway vision—and the opportunities in

each are considered. Educational requirements, schools offering training, certification standards, suggestions for getting started, the requirements for a successful practice, and the opportunities for women in the optometric profession are also covered.

### Home Economics

58. **Food Jobs.** Marybeth Little. [Mademoiselle, 575 Madison Ave., New York 22.] 1951. 10c. Reprinted from *Mademoiselle*, November, 1951. This article tells about the variety of jobs in food for home economists. It covers food jobs in such areas as art, science, persuasion, administration, service, giving the qualifications necessary for success in each area. Information is also given concerning the employment opportunities and the salaries in each phase of work. Examples of young women now working successfully in each field, descriptions of their particular jobs, and the qualifications they possess are also included.

### Hotels and Restaurants

59. **Hotel Manager.** Sarah Splaver. Occupational Abstract No. 146. [Personnel Services, Inc., Main Street, Peapack, N. J.] 1951. 6 pp. 50c.

This occupational guide gives a brief description of the work of a hotel manager, and lists the personal attributes that are necessary for success in the occupation. It includes information regarding training, methods of entry, opportunities for advancement, earnings, advantages and disadvantages. The supply and demand for hotel managers, the number and varieties of hotels in which they work, and the professional organizations in this field are also covered.

### Iron, Steel, and Machinery

60. **Welder.** C. Pelley. [Vocational Guidance Centre, 205 Avenue Rd., Toronto 5, Canada.] 1951. 4 pp. 10c. This Occupational monograph describes the major types of welding and tells what each process involves. The general nature of the welder's work, his working conditions, the personal qualifications and training necessary for entry and success in the occupation, and the opportunities for advancement are discussed. Some advantages and disadvantages of the welder's occupation and jobs

requiring comparable qualities and abilities are also covered. The information given on wages apply specifically to typical Canadian cities.

### Music

61. **Musician.** L. R. Bell. [Vocational Guidance Centre, 205 Avenue Rd., Toronto 5, Canada.] 1951. 4 pp. 10c.

This leaflet describes the opportunities in the various phases of the profession of musician. It covers the qualifications, working conditions, advantages, disadvantages, and remuneration for performers, bandsmen, conductors, accompanists, teachers, and other types of musicians. Information is also included on how to get started towards the occupation and advancement chances. While some of the material such as training, salaries, and schools pertain specifically to Canada, most of the information given will be helpful in all areas.

### Radio Broadcasting

62. **On the Air—A Story of Television.** Jack Bechdolt. [E. P. Dutton & Co., 300 Fourth Ave., New York 10.] 1950. 192 pp. \$2.50.

This story will be of interest to young people who desire careers in the theatre or any of its attendant arts. It concerns three young people and their desire to break into show business. The book tells of their joys and disappointments, their hard work and patience before finally getting a television show of their own. What goes on behind the scenes of a television studio is also described.

### Science

63. **Employment, Education, and Earnings of American Men of Science.** Prep. by the Div. of Manpower and Employment Statistics. [U.S. Dept of Labor, Bureau of Labor Statistics, Washington 25, D.C.] 1951. 21 pp. Free. Supply limited.

A preliminary report on the findings of a study of the employment, earnings, and education of the nation's scientists. It includes data covering the fields of specialization of scientists, the geographical regions in which they received their education, the degrees

earned, types of employers, regions of employment, and earnings received. The report covers a total of nearly 42,000 scientists who are engaged in fields of specialization such as chemistry, engineering, physics and electronics, agriculture, biology, medicine, psychology, the earth sciences, and others. This report will be of value to persons engaged in vocational counseling of young people and to those responsible for their training in this field.

### Social Science

**64. Opportunities in Market Research.** John H. Platten Jr. [Vocational Guidance Manuals, 45 W. 45th St., New York 19.] 1951. 112 pp. \$1.00.

Market research as a field of employment,

its various types, its place in our economy, and the future job outlook in it, are described in this manual. It will serve as a guide for persons interested in statistical work, public opinion polls, interviewing, and analyzing marketing information. The personal and educational requirements for market research, methods of training while in other jobs, salaries, suggestions for getting started, and advancement opportunities are discussed. Case histories illustrating the practical application of research techniques to actual business problems are included to help in understanding how market research works. Colleges and universities offering training in marketing, research organizations and advertising agencies which might be possible sources of employment are also given.

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